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ABSTRACT

The On Site Needs Assessment and Long-range Planning (OSP) Model designed by the Michigan department of Education's Office of Sex Equity is a consultation service provided at the request of Michigan's local or intermediate school districts. The first of the OSP Model's three phases covers assessment of a district's level of sex equity and degree of compliance with Title IX; the second phase focuses on development of a long-range plan to address any areas of noncompliance found; and the third phase monitors the implementation of the planned remediation efforts. The first phase involves review of district documents, observations in classrooms and other school spaces, and interviews with selected staff members and students. In the second phase, a random sample of staff members and students is surveyed, major and minor areas of noncompliance are identified, planning processes are established, and the plan itself is developed and scheduled. In the third phase, representatives of the Office of Sex Equity consult with district officials to see that the plan is carried out as intended. Charts of the three phases explain the relationships among the agencies involved in the process and identify associated costs. (PGD)

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ON SITE NEEDS ASSESSMENT AND LONG-RANGE PLANNING FOR SEX EQUITY: AN INTRODUCTION TO THE MODEL

OSP

EA 018 328

MICHIGAN DEPARTMENT OF EDUCATION
OFFICE FOR SEX EQUITY IN EDUCATION

REVISED: Summer 1985

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THE ON SITE NEEDS ASSESSMENT AND LONG-RANGE PLANNING FOR SEX EQUITY (OSP) MODEL

MICHIGAN DEPARTMENT OF EDUCATION

OFFICE OF SEX EQUITY

INTRODUCTION

The On Site Needs Assessment and Long-Range Planning (OSP) Model was designed by the Office for Sex Equity, Michigan Department of Education. The OSP Model is a consultation service provided at the request of local or intermediate school districts in the State of Michigan. The purpose of the OSP Model is: (1) to assess the status of Title IX compliance and sex equity in the school district and based on that assessment, (2) to develop and carry out a plan to achieve Title IX compliance and sex equity. Phase I of the OSP Model is the on site needs assessment of the school district. Phase II of the OSP Model is the development of a long-range plan to address noncompliance areas identified in the first assessment phase. Phase III is the implementation of the district's sex equity plan.

Each phase of the OSP Model has been designed to meet the requirements of Title IX. Phase I satisfies the Title IX requirement that all districts conduct a self evaluation. Phase II, which includes recommendations for modifications, concentrates primarily on the development of a remedial plan of action to address findings of noncompliance and to overcome the effects of past sex bias and sex discrimination which have been documented in the needs assessment. Phase III assures that the district is actively remediating through the implementation of the plan.

OVERVIEW: PHASE I

A team or teams of four or five specialists spend three to five days in a school district on an on site needs assessment visit. Working with an on site coordinator, the team gathers information by observing, reviewing data, documenting visible efforts to achieve sex equity and conducting formal interviews with school staff. The on site coordinator receives a checklist and a complete set of all OSP materials to help coordinate the visit.

Immediately following the on site data collection by the on site team, an exit interview is scheduled for two hours on the morning following the last day of the visit. The exit interview is designed to give the team's summary impressions of the sex equity status of the school district -- not individual buildings. A formal, written report which details these summary impressions is sent to the Superintendent and on site coordinator approximately three weeks after the visit, completing Phase I of the OSP Model.

FOUR COMPONENTS OF PHASE I

Phase I of the OSP Model is divided into four components: (1) Title IX compliance; (2) classroom observation; (3) non-classroom observation; and (4) interview. On site visit team members split these responsibilities at each building. Information from all buildings is collapsed to prepare the exit interview and formal report.

PHASE I: TITLE IX COMPLIANCE

A list of documents is requested from the district one month before the scheduled visit. These include Title IX specific documents and related materials such as parent newsletters, enrollment figures and student yearbooks. These materials are reviewed prior to the visit.

All materials are returned to the district at the exit interview.

PHASE I: CLASSROOM OBSERVATION

At each building a minimum of eight classrooms are observed. These classrooms are selected randomly by the on site visit team to represent a cross section of content areas and levels in each building.

For each class, teaching styles, seating arrangements, bulletin boards, physical environment, student-student and student-teacher interactions, task assignments, and other observations are recorded.

PHASE I: NONCLASSROOM OBSERVATION

All areas of the school building not defined as "classroom" are included in the nonclassroom environment. These include general entry ways to the building, central administrative offices, libraries, hall displays, trophy cases, cafeteria, and teachers' lounges. Impressions are recorded.

PHASE I: INTERVIEWS

In each building, the principal selects those staff and two students who are to be interviewed. Eight standard questions are posed to each respondent in a twenty minute interview. Instructions to the principal assure, as much as possible, that in scheduling interviews a balance in the sex, roles and curriculum representation of the respondents is achieved.

The data from all the interviews are collapsed to focus on a district impression, not building or individual responses. Interview data are summarized at the exit interview and detailed in the follow-up report to the district.

CONCLUSION: PHASE I

Staff in the district are invited to attend the exit interview at the request of the Superintendent and/or the on site coordinator.

The summary impressions of the team form the basis of the formal report which contains data, tables and specific examples recorded during the on site assessment. Individuals and buildings are not named. The concluding section of the formal report lists brief recommendations. The final report is confidential information which is provided only to the Superintendent and the on site coordinator.

OVERVIEW: PHASE II

Phase II requires the commitment of the district to address any noncompliance findings and continuing needs cited in the Phase I needs assessment report. In the beginning of Phase II, a random sample of about one-third of the staff and a random sample of students are surveyed to collect their perceptions of the importance and achievements made to date in the district in achieving Title IX compliance and sex equity. Noncompliance findings from Phase I are divided into two categories: minor and major. Minor findings of noncompliance are solved through modifications which are suggested by the Office for Sex Equity in Education technical assistance staff. Major findings are addressed by committees or groups appointed by the Superintendent and charged with the task of developing a long range Title IX and Sex Equity Plan for the district which can be implemented over a two or three year period. Phase II is completed when the district plan has been reviewed and approved by the central administration.

DEVELOPMENT OF THE LONG-RANGE PLAN: PHASE II

Approximately three weeks following the submission of the on site report, Office for Sex Equity in Education staff meet with the Superintendent, Title IX coordinator and on site coordinator. The purpose of this meeting is to: (1) review the report; (2) to choose the major areas which will be included in the Phase II plan; (3) to identify each group or committee which will be charged with the task of developing their part of the long-range Title IX/Sex Equity Plan for the district, and (4) to set the dates for planning.

A district may choose a group or committee which already exists in the district to develop a part of the plan, provided the committee represents a cross section of staff from both elementary and secondary buildings. For example, the Curriculum Committee may be charged with the task of developing that part of the plan which addresses noncompliance findings in vocational education, in math, in science, or all of these areas. Or the School Improvement Council may be designated to develop all parts of the plan. A district may also choose to temporarily appoint a new committee to develop a part of the plan, provided that committee represents a cross section of K-12 staff. Regardless of what committees the district chooses to develop its plan, each component of the plan requires the planning group to meet for only one day to carry out their responsibilities.

A letter of understanding is prepared by the Office for Sex Equity in Education for the district which summarizes the choices the district has made regarding Phase II. Office for Sex Equity staff, then, are used as facilitators throughout Phase II, working with the committees the district has selected and meeting with those appointed groups to develop objectives to achieve Title IX compliance and sex equity.

After Office for Sex Equity staff and appointed district committees have met and formulated their objectives, the Office for Sex Equity collects the objectives into one document, the district's Long-Range Plan to Achieve Title IX Compliance and Sex Equity. Based on that plan, the Office for Sex Equity in Education also develops a monitoring checklist for use by the district, which presents a recommended quarterly timeline for implementation.

CONCLUSION: PHASE II

After the district's plan and monitoring document have been completed, a Sex Equity Core Committee is named by the district. The role of the Core Committee is to act as a

resource to the district in implementing its plan. The O/SEE provides a one-day training session for the Core Committee as one of the final components of Phase II. Also, the O/SEE provides upon request a brief formal presentation of the district's Long-Range Plan to Achieve Title IX Compliance and Sex Equity to the Administrative Council and/or School Board. This presentation concludes Phase II. At this stage, the district's plan and quarterly timelines are in place, a Core Committee has been trained to assist the district in implementing its plan at the beginning of the coming school year, and random samples of students and staff have been surveyed to collect their perceptions of the importance and achievements made in the district in achieving Title IX compliance and sex equity.

OVERVIEW: PHASE III

Phase III is concentrated on the implementation of the district's plan to achieve Title IX compliance and sex equity. The Office for Sex Equity will assign a staff consultant to the district until its plan has been fully implemented. It is the responsibility of the Office for Sex Equity consultant to regularly interact with the district liaison person to provide or broker for the district whatever assistance is needed to fully implement its long-range plan.

The Office for Sex Equity consultant will meet with the Core Committee whenever necessary, though not less than three times during the first year of implementation. Also, the survey which was administered to random samplings of staff and students in Phase II is administered once in the spring of each year of implementation.

SUMMARY OF THE ON SITE, LONG-RANGE PLANNING MODEL

This approach provides a method and a process for achieving Title IX compliance and sex equity in a local school district, which is based on an objective and well-documented needs assessment. It is an approach which joins the technical expertise in sex equity from the Michigan Department of Education with the district's best judgements about its own local situation and its resources.

Phases I and II represent a relatively short and inexpensive approach to conducting a needs assessment and developing a long-range plan to meet those needs. In consultation with the Office for Sex Equity staff, the school district develops objectives to achieve sex equity, including Title IX compliance. These are

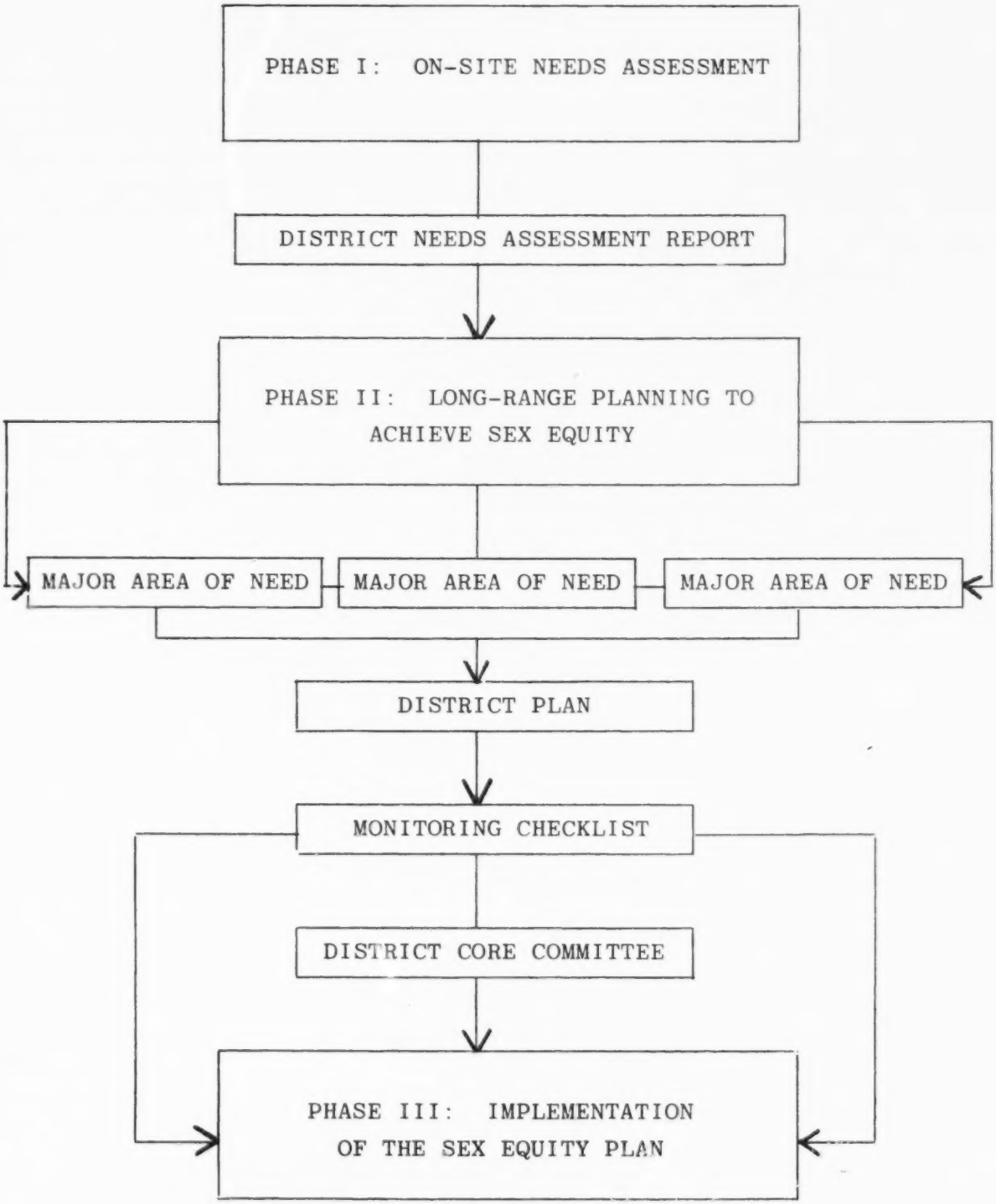
collected in the form of a District Long-Range Plan to Achieve Title IX Compliance and Sex Equity. A supportive Core Committee is named by the district to assist in implementing the plan. An O/SEE consultant is assigned to each district to provide or broker whatever is needed for full implementation.

This approach does not impose a sex equity plan on local schools, nor is it a way for state officials to monitor Title IX compliance activities around the state. Rather, it is a locally owned approach to achieve Title IX compliance and sex equity.

The following chart illustrates the three phases of the OSP Model and gives the suggested timetable for completing the OSP Model in its entirety.

OSP MODEL

THE OSP LONG-RANGE PLANNING APPROACH TO ACHIEVE SEX EQUITY


PHASE I: ON-SITE NEEDS ASSESSMENT
DISTRICT NEEDS ASSESSMENT REPORT
PHASE II: LONG-RANGE PLANNING TO ACHIEVE SEX EQUITY
MAJOR AREA OF NEED
MAJOR AREA OF NEED
MAJOR AREA OF NEED
DISTRICT PLAN
MONITORING CHECKLIST
DISTRICT CORE COMMITTEE
PHASE III: IMPLEMENTATION OF THE SEX EQUITY PLAN

COMMITMENTS/RESPONSIBILITIES OF THE DISTRICT

AND THE OFFICE FOR SEX EQUITY

PHASES	DISTRICT	O/SEE
PHASE I: TIMELINE: Approximately one month from the on site assessment; completed by Thanksgiving or holiday vacation	Adopt the OSP Model and complete the on site preparation and coordination for the on site visit The Superintendent designates a liaison person to work with the O/SEE throughout Phases I and II	Conduct the visit to provide an objective, expert needs assessment of the sex equity status of the district, including a written report.
PHASE II: TIMELINE: Approximately four month from designation of district liaison; completed by spring	Determine the major areas that will be addressed in the remedial long-range plan Determine the minor areas that will be addressed through modification Establish the timelines for Phase II planning	
	Administer pre-survey to staff and students	Summarize and evaluate pre-survey data and submit to district
	Identify Planning Committees; establish meeting dates and times of Planning Committees and secure meeting site	Meet with each of the Planning Committees
	Review the draft of the District's Long-Range Sex Equity Plan	Combine the work of all Planning Committees into the District's Long-Range Sex Equity Plan

PHASES	DISTRICT	O/SEE
PHASE II: (Continued)		Based on the above plan, develop a monitoring checklist for the district's use
	Select the Core Committee (CC) members, schedule the training session and notify the CC members	Design the CC training; develop and prepare all training materials; conduct the training
		*Present the final district Long-Range Sex Equity Plan to the Administrative Council and/or Board as determined by the Superintendent
PHASE III:	Provide whatever resources agreed upon during Phase II that are needed to implement the plan	Provide or broker technical assistance that is defined in the district's plan
		Provide ongoing consultant assistance by assigning a staff person to work with the district to give whatever assistance necessary to implement the plan
	Arrange three half-day meetings during each year	Conduct CC meetings
	Administer Phase III survey to staff and students	Evaluate and summarize Phase III survey data and submit to district

TIMELINE: Ongoing for two to three years

Evaluate the progress in implementing the plan at the end of each year

WHAT ARE THE COSTS?

This is a relatively inexpensive approach to meeting a school district's legal obligations under Title IX and meeting its goal for achieving sex equity. There is no cost to the district for the services provided by the Office for Sex Equity at any time. There is, of course, some cost which must be acknowledged in the time of the person designated by the Superintendent as a liaison with the Office for Sex Equity. Depending upon the financial picture in the district, costs can be scaled up or down. The major costs to the district involve the release of any staff who serve on a Planning Committee and/or Core Committee Members for whom release time would have to be paid. Listed below are the services provided by O/SEE, and a comparison of services/costs that must or may be paid by the district during Phase I and Phase II.

O/SEE	District Costs: Mandatory	District Costs: Optional
*Travel for O/SEE staff	*Release time for staff to plan in Phase II and for Core Committee meetings	*Professional development for staff if unavailable from O/SEE consultant(s)
*Meals for O/SEE staff		*Lunches/coffee/donuts for meetings
*Typing and reproduction of all reports, documents and plans		*Extensive reproduction of lengthy reports and documents
*Phase I and II resource materials		*Supplementary resource materials unavailable free or on loan from O/SEE
*Phase III consultive, training and technical assistance services		

THE RESPONSE FROM THE FIELD

To date thirty-five districts in the State of Michigan have used all or part of the OSP Model as a district-wide approach to looking at Title IX and sex equity issues. A selected list of districts who have participated, or are currently involved, with the OSP Model is printed below. Each of these persons is familiar with the OSP Model and could provide insight from their perspective as an administrator in the school district.

Dr. Nate Clay, Asst. Supt.
Jackson Public Schools

Dr. Frank Ronan, Supt.
Petoskey Public Schools

Dr. Melvin Chapman, Deputy Supt.
Mrs. Evelyn Crane, Area Supt.
Mrs. Zodie Johnson, Area Supt.
Dr. George Pierce, Area Supt.
Dr. Ellen Stephens, Area Supt.
Ms. Sheryll White, Title IX Coordinator
Detroit Public Schools

Ms. Dolly McMaster, Asst. Supt.
Northville Public Schools

Dr. Frank Rapley, Supt.
Kalamazoo Public Schools

Mr. Ted Sample, Director of Curriculum
and Instruction
Holt Public Schools

Sex equity will not "just happen." Achieving sex equity in your school requires what achieving any other educational goal requires. This OSP/Long-Range Sex Equity Planning Model is a reasonable approach to meeting that goal. If you are interested or need more information, contact the Michigan Department of Education, Office for Sex Equity in Education, PO Box 30008, Lansing, Michigan 48909, telephone 517/373-3497.